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ABSTRACT

Methods in planning and implementing effective courses in health careers cooperative education are presented in this manual designed to serve as a guide for cooperative education teacher-coordinators. The guide is the result of a project conducted to explore the feasibility of cooperative education as a means of serving the needs of high school students who wish to enter the health field. (Health careers cooperative education is one component of a 3-year health careers curriculum for secondary schools in Georgia, where the project was conducted.) Material contained in this guide reflects the experiences of teacher-coordinators who participated in a series of workshops related to developing and implementing cooperative education programs. The following topics are discussed: Health careers program philosophy, overview of the 3-year curriculum (quarter by quarter), health careers cooperative education program description, planning and organizing, and the role of teacher coordinator in planning the student's work experience and placement. References on cooperative education are listed. Appendixes contain an example of local policies in health careers cooperative education, forms required by the Georgia State Department of Education, the Fair Labor Standards Act, and recommended texts and references. A companion volume is available which was designed to present, with the use of both volumes, a total curriculum guide for a 3-year health careers education program. (TA)

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HEALTH CAREERS COOPERATIVE EDUCATION IN GEORGIA HIGH SCHOOLS

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The contribution of all these is gratefully acknowledged.

PREFACE

This curriculum guide is the result of a project to "Develop a Health Occupations Cooperative Program" conducted during the academic year 1973-74 by The Health Occupations Teacher Education Program, Division of Vocational Education, College of Education, The University of Georgia, for The Georgia State Department of Education. The purpose of the project was to explore the feasibility of Cooperative Education as a means of serving the needs of high school students who wish to enter the health field. Health Careers Cooperative Education is one component of a three-year health careers curriculum for secondary schools in Georgia.

Six schools were selected to serve as pilot programs, as shown in Figure 1 on the following page. The Teacher-coordinators of these programs participated in a series of workshops related to developing and implementing cooperative education programs.

The Project Coordinator assisted teachers as needed, through site visits and cooperative evaluation of procedures for conducting the program. The pilot programs served as field tests for proposed policies, procedures, and record systems. The content of this manual reflects many improvements which are the direct result of formative evaluation procedures.

Essentially, this curriculum guide represents the convictions of the six Teacher-coordinators regarding the planning and implementation of effective courses in Health Careers Cooperative Education. Hopefully, this volume will serve as a guide to realistic planning for others who accept the challenge of serving as co-op Teacher-coordinators. A complementary volume is in preparation, to serve as a curriculum guide for Health Careers Education Programs. The two volumes together will provide an overview of a three-year sequence, identify options to be made available to enrollees, and provide selected lessons to serve as examples of relevant learning activities for the youth of today.

HEALTH CAREERS EDUCATION PROGRAMS

IN

GEORGIA HIGH SCHOOLS

APPLING COUNTY

Appling Co. H.S.
Baxley, GA 31513

ATLANTA CITY

*Archer H.S.
Atlanta, GA 30318

Washington H.S.
Atlanta, GA 30314

*Frederick Douglass H.S.
Atlanta, GA 30318

BACON COUNTY

Bacon Co. Bd. of Ed.
Alma, GA 31510

BALDWIN COUNTY

Baldwin Area Voc. H.S.
Milledgeville, GA 31061

BURKE COUNTY

Waynesboro H.S.
Waynesboro, GA 30381

CAMDEN COUNTY

Camden Co. H.S.
St. Mary's, GA 31558

CLAYTON COUNTY

*Forest Park Sr. H.S.
Forest Park, GA 30050

COBB COUNTY

*South Cobb H.S.
Marietta, GA 30060

CRISP COUNTY

Crisp Co. H.S.
Cordele, GA 31015

DECATUR COUNTY

Bainbridge H.S.
Bainbridge, GA 31711

DEKALB COUNTY

Dekalb Occup. Ed. Cntr.
Dunwood, GA 30338

DOUGHERTY COUNTY

Albany Voc. H.S.
Albany, GA 31705

FANNIN COUNTY

Fannin Co. Voc. H.S.
Blue Ridge, GA 30513

FLOYD COUNTY

Coosa Valley Voc. H.S.
Rome, GA 30161

FRANKLIN COUNTY

Franklin Co. H.S.
Carnesville, GA 30501

GWINNETT COUNTY

Career Education Center
Lawrenceville, GA 30245

HALL COUNTY

Gainesville H.S.
Gainesville, GA 30501

* Health Careers Cooperative Education

North Hall H.S.
Gainesville, GA 30501

HANCOCK COUNTY

Hancock Central H.S.
Sparta, GA 31087

HOUSTON COUNTY

Houston County Schools
Perry, GA 31069

LIBERTY COUNTY

Bradwell Institute
Hinesville, GA 31313

LOWNDES COUNTY

Lowndes Co. H.S.
Valdosta, GA 31601

*LUMPKIN-WHITE COUNTIES

Lumpkin-White Voc. H.S.
Cleveland, GA 30528

MADISON COUNTY

Madison Co. H.S.
Danielsville, GA

MITCHELL COUNTY

Mitchell Co. H.S.
Camilla, GA 31730

MUSCOGEE COUNTY

Muscogee Co. School District
Columbus, GA 31904

MURRAY COUNTY

Murray Co. H.S.
Chatsworth, GA 30705

NEWTON COUNTY

Newton Co. H.S.
Covington, GA 30209

RANDOLPH COUNTY

Randolph Co. School
Cuthbert, GA 31740

ROCKDALE COUNTY

*Rockdale Co. H.S.
Conyers, GA 30207

STEPHENS COUNTY

Stephens Co. H.S.
Eastanolle, GA 30538

THOMASVILLE CITY

Thomasville Voc. H.S.
Thomasville, GA 31792

UNION COUNTY

Union Co. H.S.
Blairsville, GA

WALKER COUNTY

LaFayette H.S.
LaFayette, GA 30728

Rossville H.S.
Rossville, GA

WASHINGTON COUNTY

Washington Co. Career Cntr.
Sandersville, GA 31082

WILKES COUNTY

Washington-Wilkes Comp. H.S.
Washington, GA 30673

WORTH COUNTY

Worth Co. H.S.
Sylvester, GA 31791

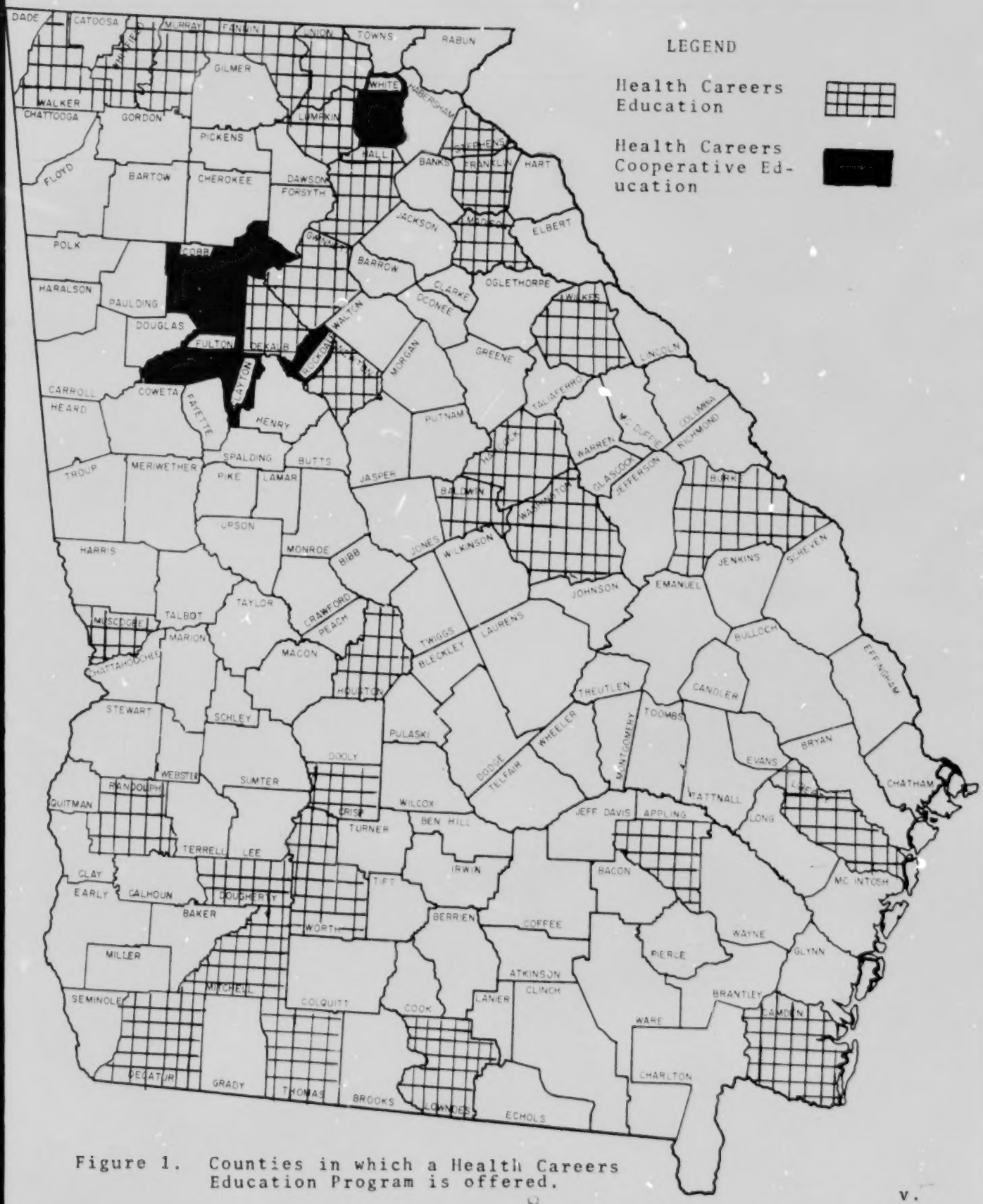

Figure 1. Counties in which a Health Careers Education Program is offered.

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I.

HEALTH CAREERS PROGRAM - SECONDARY LEVEL

PHILOSOPHY

The Health Careers Program is designed to contribute to individual development through experiences which foster career awareness, career exploration, and career preparation. The program contributes to readiness for tentative career decisions, thereby facilitating planning related to postsecondary education, obtaining employment, and/or becoming an informed client of the health services system.

The Health Careers Program is designed for any student who is interested in the health field. No student should be denied the opportunity to participate in aspects of the program because of sex, race, creed, color, or socioeconomic status.

Aptitudes, interests, feelings, attitudes, and values all influence students' career aspirations and learning capabilities. Therefore, it is evident that different approaches should be provided to accomodate learning needs of different students, to permit each to progress according to individual abilities, and to provide appropriate informational feedback to facilitate achievement of learning goals by each student.

Instructional techniques should be flexible. Equipment and media of various types should be available, to provide for differences in perceptual mode and learning style. The physical appearance of the room or laboratory setting should reflect the types of employment settings in the health field, insofar as possible.

Individual differences of students and their respective needs not only require flexibility in the educational program itself, but also in the role and responsibilities of the instructor. The instructor must be knowledgeable about roles and responsibilities of various health workers, about health care facilities in the area and views of administrative personnel in those facilities, and about established and emerging job performance requirements in the various health disciplines. In addition, the instructor must be able to plan and select appropriate learning experiences, monitor student progress, diagnose learning obstacles, guide students in developing tentative career goals, and collect information regarding individuals and groups, employment needs, and job performance requirements.

The Health Careers Program is responsible to the educational community for providing learning experiences relevant to the needs and interests of students; it is responsible to the total community for contributing to the preparation of health workers who will function safely and effectively.

HEALTH CAREERS EDUCATION PROGRAM

OVERVIEW OF THREE-YEAR CURRICULUM

Curriculum of the Health Careers Education Program must be flexible, since the program is available to all students who are interested in the health field. Therefore, the curriculum should be designed for students who are exploring the health field as a means of clarifying personal interests and making tentative career choices. In order to provide for wide diversity of interests and to include, insofar as possible, all career options in health, a core curriculum* was designed to provide a foundation for students with various goals. The core curriculum assures that students with varied interests will have an opportunity to interact and to acquire broad perspectives of the health field as a group. Then, special or unique interests of each student can be explored according to personalized planning for advanced portions of the program.

OBJECTIVES

It is expected that each student, upon completion of the Health Careers Education Program, will be able to--

---

*Core curriculum, as used here, refers to commonalities of the various career choices on which units of study can be based which are relevant to all students' learning goals.

1. Make tentative decisions concerning

   a. the health field as a personal career goal;

   b. a health discipline as an area for further education or employment;

   c. long-range goals for further education and career development;

2. Apply health concepts to daily living, particularly in regard to health maintenance in personal, family, and community living;

3. Function as an entry-level worker in one job of the health field, either for further career exploration or for employment *per se*.

The following subobjectives have been stated, to provide a basis for designing the three-year curriculum. These subobjectives are derived from the broad objectives above.

First Year

Objectives for the first year of the Health Careers Education Program can be organized into any of several possible sequences. One sequence, organized by quarters, is shown below. If the first year program has been individualized (or personalized) the management of the program would be such that time constraints could be varied, to permit every learner to achieve objectives at a rate appropriate to that learner; as a condition of progressing to new units of study, performance at or above the stated minimum standard should be required.

Quarter One. Upon completion of the activities provided during this quarter, the student will be able to name ten disciplines in the health field and describe

their functions, educational requirements, relationships to one another, and their differences and similarities; the student will be able to discuss the requirements of each discipline in relation to the result of inventories and tests which indicate the student's academic achievements levels and which reflect the student's interests and aptitudes; with assistance from the teacher and/or guidance counselor, the student will be able to make a decision about his personal qualifications for each of the ten disciplines.

Quarter Two. Upon completion of the activities provided during this quarter, the student will be able to--

Discuss health concepts which are related to health maintenance in personal, family, and community living;

Select and use appropriate procedures for dealing with ten common emergency situations;

Select the appropriate community resource and/or health service for fifteen problems related to personal, family, or community health;

Identify four trends in health and describe ways that each trend is likely to affect individuals, families, and communities;

Develop skills related to health maintenance for personal use and teach such skills to others, together with appropriate explanations to arouse the interests and desires of others to establish habits related to health maintenance as a part of daily living.

Quarter Three. Upon completion of the activities provided during this quarter, the student will be able to--

Perform selected skills which are common to several entry-level positions in the health field; and

Use verbal and nonverbal communication effectively in interacting with others.

Second Year

The second year curriculum of the Health Careers Education Program provides a number of options; the specific objectives vary according to the option a student elects. Also, the second year student should participate in cooperative planning with the teacher to establish objectives which are in accord with the student's current needs and goals. For this reason, the options will be described, rather than specific objectives stated.

Option One. The student will continue efforts to achieve objectives stated for the first year; AND/OR

Option Two. The student will explore one or more health disciplines indepth, including clinical practice in performing entry-level skills of that (those) disciplines; AND/OR

Option Three. The student will be employed part-time as a paid, entry-level worker, and participate in a related class for one period per day (Health Careers Cooperative Education.

Third Year

The third year curriculum would be open to twelfth grade students who entered the Health Careers Educational Pro-

gram at the tenth grade level or, possibly, a student who entered at the eleventh grade level and progressed at an accelerated rate through the content of the first two years. It is expected that enrollment in the third year program would be small, that students registering for the third year would be capable of a high level of self-direction in achieving their own objectives, developed through cooperative planning with the teacher, and that most enrollees would be ready for and would desire some work experience in combination with the course content of the third year. It is possible that enrollees in the third year course would represent each of the following four options.

Option One. The student will be employed part-time as a paid, entry-level worker and participate in related instruction (one class period per day) relevant to his work experience (co-op);

Option Two. The student will enter a postsecondary health occupations education program and, upon completion, receive a high school diploma as well as the certificate of that specific health occupations program (Georgia Senior Plan);

Option Three. The student will develop advanced skills in a selected job in health, with supervised work experience in a health agency;

Option Four. The student will become a full-time em-

ployee in a health agency setting, with provision for part-time study to complete requirements for a high school diploma or to continue schooling according to specific needs, interests, etc. of the individual.

RATIONALE

The three-year curriculum for Health Careers Education Programs has been designed to provide a foundation of common learnings during the first year and to allow for flexibility in subsequent years, according to the various interests, goals, ability levels, and other factors related to meeting the needs of specific students. Variability in community resources to which students in a given program will have access requires extensive planning at the local level.

The core curriculum of the first year has been organized so that each quarter can be offered in any sequence, even though each group has been assigned a title (e.g. quarter 1, quarter 2, quarter 3) for convenience. Thus, a student may complete one, two, or three quarters, according to interests, goals, and ability to achieve stated objectives. For students who want to explore the health field, the first quarter (exploration of the health field) is recommended. Other students may wish to know about health concepts and to develop skills related to health maintenance and coping

with emergency situations; these could enroll in the second quarter. This quarter emphasizes personal, family and community living, control and prevention of disease, signs of illness, principles of nutrition, etc. Emergency skills include first aid procedures, cardiopulmonary resuscitation, and appropriate responses to disaster situations such as fire and tornado. Trends in the health field include such areas as increased emphasis on involvement of the "client" in health maintenance and health care, national health insurance, and forms for delivery of health services. In the third quarter, the student could develop skills related to entry-level employment applicable to several areas in the health field.

A student desiring a career in the health field would be likely to enroll for all three quarters; the option of enrolling in selected quarters of particular interest or need should be available to all students, however.

It should be noted that the first year constitutes a core curriculum, a foundation for more advanced studies derived from the commonalities of a number of health disciplines. All students with tentative career goals in the health field would be expected to complete the full program before making a definite, or even a tentative decision about a career path. The first year

program should provide two-hour sessions each day if possible; otherwise, at least two days of the week should consist of two-hour sessions for laboratory activities. The first-year program should be open to students in grades ten, eleven, and twelve. Those students who enroll during the tenth or eleventh grade would be able to advance into the second- or third-year program, if this seems appropriate on the basis of achievement during the first-year program and their interests and goals at the completion of the first-year program.

The second year would be offered to students in grades eleven and twelve with the available options dependent upon school policy and individual needs and abilities. Prerequisites for admission to the second-year should be established at the local level.

The third year would be available only to students in grade twelve, with the options dependent upon individual student needs, career goals, interests, and upon local school policy. Obviously, the Health Careers Education Program is designed to maximize flexibility, in order to personalize the program in accordance with the specific needs and interests of students. This mandates that the teacher be involved in establishing policies and procedures for operation of the program, including decisions about student enrollment and detention. It also mandates that the teacher be able to involve learners in cooperative planning of learning outcomes which

are in accordance with the career interest of students. It is possible that the teacher will need to assist the students in learning to set goals and to become self-directing in trying to achieve those goals.

The remainder of this manual is devoted to Health Careers Cooperative Education. From the above overview of the three-year curriculum, it can be noted that a co-op approach is an option at the second year level and also at the third year level. This overview of the total curriculum has been provided in order that the co-op program may be seen in its proper perspective. This overview of the three-year program is provided on the three pages following in chart form, showing major topics of content by year and by quarter.

TABLE #1

OVERVIEW: CURRICULUM FOR HEALTH CAREERS EDUCATION PROGRAM

FIRST YEAR*

First Quarter	Second Quarter	Third Quarter
I. Introduction to Health Careers A. Organization of health team B. General functions of team members C. Professional relationships D. Education and credentialing requirements	I. Health Care & Services A. Personal health care 1. Habits of daily living 2. Safety and first aid 3. Emergency procedures 4. Interpersonal relationships B. Community health care 1. Community agencies & services, functions of each 2. Health care trends	I. Basic Health Skills A. Handwashing B. Using aseptic technique C. Measuring vital signs D. Observing and recording E. Communicating F. Using the metric system 1. Weighing 2. Measuring volume 3. Measuring length

*Each quarter is independent of other quarters; there are no prerequisites for any quarter; therefore, they may be provided in any sequence.

TABLE #2

OVERVIEW: CURRICULUM FOR HEALTH CAREERS EDUCATION PROGRAM

SECOND YEAR*(a)

Option 1	Option 2	Option 3
I. Indepth Career Exploration A. Basic skills common to several disciplines B. Skills unique to one discipline C. Additional career information II. Core Elements A. Drug abuse B. Body systems C. Observation skills D. Communication skills E. Interpersonal skills F. Obtaining, leaving a job G. Medical terminology	II. Coop -- Choose one area of health field and become employed for payment. The 1 hour of related classroom instruction will help develop specific skills related to occupational areas.	III. Select from options of first year and further develop or explore.

*Each school should establish prerequisites for admission to the second year.

(a)The second year of the Health Careers Education Program may be provided through (1) an in-school program, consisting of one or two class period(s) per day, or (2) "co-oping" - one hour of related class and three hours in a training station each day.

TABLE #3

OVERVIEW: CURRICULUM FOR HEALTH CAREERS EDUCATION PROGRAM

THIRD YEAR

Option 1	Option 2	Option 3	Option 4
I. Co-op Education	II. Senior Plan -- Enroll in a Postsecondary Program to (a) qualify for a high school diploma (b) prepare for employment in a specific job in the health field.	III. Continue with study related to the health field, including observation in the field and planned participation in selected activities, in accordance with the student's particu- goals and objectives.	IV. Full time employment (for students who cannot attend school full time); should include guidance and, if possible, arrangements for part-time involvement in educational opportunities.

II.

HEALTH CAREERS COOPERATIVE EDUCATION

PROGRAM DESCRIPTION

Health Careers Cooperative Education is designed to integrate employment experiences with related instruction in the classroom, therefore assisting the high school student to make the transition from school to work from the dependent role of a student to the role of a fully responsible worker.

Health Careers Cooperative Education uses learning opportunities in the health agency setting in combination with learnings provided in the school environment to prepare students for entry-level positions in selected jobs of the health field. In the classroom, the teacher-coordinator provides related instruction based on student experiences in the employment setting, but building upon information, skills, and attitudes initially learned in the classroom. On the job, the student is supervised by the employer, or employer-designate, who has worked with the teacher-coordinator in planning on-the-job learning experiences consistent with the student's career objectives and opportunities available in the health care facility.

The student is also enrolled in other required academic or vocational courses at the high school, consisting in most cases of three class periods per day.

OBJECTIVES

Health Careers Cooperative Education is designed to:

1. Enable the student to develop competency as an entry-level practitioner in an area of interest in the health field.
2. Enable the student to relate classroom learning with actual experiences in the world of work in the health field.
3. Enable the student to develop economic competency for self supporting citizenship.
4. Enable the student to make career decisions for stabilization, adjustment, or redirection of career goals as a result of exposure to work in the health field.
5. Assist students in developing and establishing definite work habits and attitudes.

CHARACTERISTICS AND COMPONENTS OF HEALTH CAREERS CO-OPERATIVE EDUCATION

1.	Co-op Student	A learner who has enrolled in Health Co-op Education for the purpose of preparing for entry-level employment in some area of the health field, or to utilize this experience as a basis for further education to prepare for a health career at some higher level.
2.	Teacher-Coordinator	A credentialed health practitioner, certified by the State Department of Education to teach secondary Health Careers Education, and employed by a school district. The teacher-coordinator is responsible

		for the daily related instruction class for co-op students and for coordinating learning experiences with personnel in the health care facility.
3.	Training Station	A health care facility is selected as a site for a training station according to written policies of the program. Each training station should provide learning opportunities necessary to advance students toward their career objectives; adequate supervision must be provided.
4.	On-the-Job Supervision	A training station sponsor (an experienced employee, supervisor, etc.) designated to be directly responsible for job supervision and for providing learning opportunities for the student-learner, to meet specifications of the training plan.
5.	Training Plan	A written plan, developed jointly by the teacher-coordinator and training station sponsor, is consistent with the student-learner's career objectives. The plan specifies learnings the student is to achieve in the classroom, and those to be achieved in the training station.
6.	Course of Instruction	
	Preparatory Course(s)	A planned series of learnings related to occupational information, and those skills, concepts, and attitudes needed before placement of a student-learner in a training station.
	Related Instruction	Those concepts, skills, attitudes and work habits necessary for the student-learner to ful-

fill duties and responsibilities assigned in the training station; may also help prepare for advancement toward a career objective.

Other Academic or Vocational Courses

Those required by the local school system and/or State to meet graduation requirements, and those needed for entry into postsecondary program for those students who plan for further education before employment.

7. Advisory Committee

A group of people representing the health field, school, parents, community leaders, and students, who serve as an advisory body for the program.

8. School Policies

A local plan for administration and operation of any co-op program, related to such areas as student recruitment, class scheduling, course credit, graduation, responsibilities of the teacher-coordinator.

9. Adequate and Suitable Classroom Facilities and Instructional Materials

Facilities and instructional material must be adequate for providing learning experiences related to health careers.

10. Youth Organization

An organized program of student activities which supplements and enhances the instructional program; occupationally oriented activities contribute to a greater understanding of the health field, and the addition of social activities may contribute to the development of leadership skills, interpersonal skills, and other attributes desirable in members of the Health team.

BENEFITS AND ADVANTAGES OF HEALTH CAREERS COOPERATIVE EDUCATION

Health Careers Cooperative Education brings together the health care system and the educational community in a mutually beneficial relationship, while providing a more relevant approach to student needs. Major benefits to students include:

1. Career Orientation: giving the student an opportunity to test his/her interest and aptitudes, and to appreciate the demands of a given occupation;

2. Economic Awareness: increasing the student's understanding of our economy and his/her place in it as a worker-consumer;

3. Work Adjustment: providing an opportunity for the student to adjust to a work situation;

4. Skill Application: easing the transition from training to full-time employment by providing an opportunity for the student to apply and test acquired capabilities under real conditions;

5. Skill Development: preparing the student in those skills needed at the entry-level of a given job; and,

6. Job Placement: helping the student find and hold a job through initial placement and guided adjustment to the work situation.

Major benefits to the employer include:

1. A source of safe, competent employees;

2. Employees with a career interest, as opposed to those with interest only in having a part-time job;

3. An opportunity to contribute to the training of an employee who will remain on the job for the entire school year, and possibly, continue as a full-time employee thereafter; and,

4. An opportunity to contribute to the needs of the student, the school, and the community.

Major benefits to the community include:

1. A means of displaying local employment opportunities to student citizens;

2. A method of furthering school-community relations; and,

3. A contribution to the health manpower needs of the community, by preparing workers for entry-level positions.

Major benefits to the school include:

1. Community resources provide sophisticated equipment which would be prohibitive for the school to purchase;

2. Resource personnel in the health care facility actually expand the school staff, without increasing the budget; the student receives current, first-hand information in his specific area of study; and

3. Accountability of the program is demonstrated by the product of the program working in the community.

Health Careers Cooperative Education integrates classroom instruction with employment experiences for preparation of students in entry-level positions of selected jobs in the health field. The co-op approach, while designed to provide a meaningful transition from classroom instruction to the work setting for the student, also benefits the health-care employer, the school, and the community.

III.

PLANNING AND ORGANIZING FOR HEALTH CAREERS COOPERATIVE EDUCATION

RESPONSIBILITIES OF ADMINISTRATION

Careful planning is essential in establishing Health Careers Cooperative Education. In order to give adequate attention to details, recruit a qualified teacher, obtain training stations, and orient students, parents and potential employers to the program, is to start planning for a Health Careers Cooperative Program at least one year in advance. Following are suggestions to guide the local school administrator through the process.

DETERMINATION OF NEED

Determination of need for the program should be established by surveying student interests (in health field and in co-op plans), local and regional employment needs and opportunities, and reactions of health agency administrators to a co-op program. The Georgia State Department of Education, Division of Vocational Education, should be consulted early in the planning for guidance related to procedures for obtaining program approval.

SELECTION OF TEACHER-COORDINATOR

The Teacher-coordinator is vital to the success of the program. Following are some guidelines for the selection of the Teacher-coordinator.

Educational Qualifications

The Teacher-coordinator must be credentialed in one discipline of health and hold a valid Georgia Teaching Certificate. Recognizing that most health practitioners have not had formal preparation for teaching, provision has been made for issuing a permit, to allow such teachers time to qualify for a teaching certificate. Qualifications of the teacher are stated in the State Plan for Vocational Education and in regulations and policies of the Georgia State Department of Education.

Personal Qualifications

The Teacher-coordinator should, in addition to qualifications of a health professional, have personal attributes related to remaining informed about changes and trends in the health field, must be willing to continue to upgrade (and/or update) skills and knowledge in both the health field and in education. This can be accomplished through personal efforts, continuing education courses, degree-oriented study, Inservice education, and professional activities. The Teacher-coordinator should be recognized as a competent health care worker and should be able to maintain effective working relationships with per-

sonnel in the schools and in health agencies.

Teaching Contract

Salary scales are established by the State Department of Education and negotiated, within established ranges, at the local level. The coordinator's Contract should provide for an "extended day" and should be on ten, eleven or twelve months employment, to provide time for coordinating the co-op program with community facilities. Reimbursement for travel expenses incurred by the Teacher-coordinator in supervising students, obtaining training stations, etc., is provided as a condition of the contract.

ORGANIZE AN ADVISORY COMMITTEE

The advisory committee may be a temporary committee, if established prior to the program, or it may be organized as a permanent group. Originally, the advisory committee would be organized to make recommendations regarding policies of the program, course content, training needs and employment opportunities, potential use of health care facilities in the community for training, ways to conduct the public relations program, how to recruit and select students. Procedures for effective use of an advisory committee are discussed in the Health Careers Education Program--A Three-Year Curriculum for High Schools.

ESTABLISH POLICIES

Program policies should be in writing; copies should be made available to students and parents, to potential employers, to employers who provide training stations, and to supervisors of areas used as training stations. An example of a set of policies is shown in Appendix A.

PROVISION OF FACILITIES

Since Health Careers Cooperative Education must be adaptable to various situations, equipment in the classroom should be basic. In most situations, learnings which require complex equipment can be planned for the training station, rather than for the classroom. Basic equipment and facilities includes the following:

1. The instructional area should be large enough for both group and individual instruction; there should be a sink and work areas, storage facilities, and a means to darken the room for viewing projected visuals;

2. Equipment and supplies for demonstrating and practicing skills and techniques;

3. Audiovisual equipment and a wide variety of resource materials;

4. A conference area adjacent to the classroom; this office should contain a typewriter, an unencumbered phone, and filing cabinet (with lock) for records and reports;

5. Clerical assistance should be available as needed;

6. Adequate texts and resource materials pertinent to the program should be located within the instructional area.

Recommended texts and references for the Co-op Program are

shown in Appendix E. A detailed list of recommended texts, references, audiovisuals, equipment, and facilities are shown in the Health Careers Education Program--A Three-Year Curriculum for High Schools.

PUBLICIZE THE PROGRAM

Administration must take the initiative in making the program known to others in the school and in the community, to potential employers, and to potential students.

RESPONSIBILITIES OF TEACHER-COORDINATOR

The Teacher-coordinator is the key person in Health Careers Cooperative Education. The manner in which the responsibilities of this position are fulfilled determine, to a great extent, the success and failure of the program. The Teacher-coordinator has many roles and responsibilities.

A teacher in the classroom;

A public relations person who explains and fosters support for Health Careers Cooperative Education from school personnel, students, parents, business and community leaders, and key personnel in health agencies;

A successful health practitioner who knows community resources related to health and is respected as a health practitioner;

A counselor who deals with educational, occupational and personal problems of students;

An administrator who maintains records and files;

An evaluator of student progress and program effectiveness; and

A planner, organizer, and coordinator of instructional content.

These duties and responsibilities of the Teacher-coordinator are described in further detail in the following chapter.

IV.

THE TEACHER-COORDINATOR

It is the responsibility of the Teacher-coordinator to plan, implement, evaluate, and modify the Cooperative Program, with the support and advice of administrative personnel and an Advisory Committee, so that the program fulfills its stated purpose. This requires that a wide range of activities be spearheaded by the Teacher-coordinator.

PUBLIC RELATIONS

The success of Health Careers Cooperative Education program is dependent upon the support and interest of groups and individuals in the community. The purposes, objectives, policies, procedures, and other information about the program should be made available to many people. Even though the co-op concept is not new, basic components of the program and the unique aspects of Health Careers Cooperative Education need to be emphasized. While Administration is initially responsible for establishing interest and support for the program, the Teacher-coordinator must actively implement a sound Public Relations Program. The means for disseminating information to various groups is discussed below, to clarify differing areas of emphasis.

Administration

Administrative support of the program is assured only if administration is properly informed and made aware of the program, its objectives, and desired outcomes. Eventually, this information can be in the form of statistical and narrative reports of student achievements, program activities, employer evaluations. In early stages of setting up the program, administrative personnel should have an active part in planning the program, through participation on the Advisory Committee, visits to the classroom, and perhaps personal visits to the work station while the student is present. An informed administrator is more sensitive to the needs and problems of the program; an involved administrator helps resolve the needs and problems.

Faculty

Faculty influence on student attitudes and interests can be quite dramatic. All instructors, no matter what their areas of instruction, should be made aware of Health Careers Cooperative Education and its relationship to the total school program. Guidance counselors also should be informed about the objectives of the program, the opportunities available for students, and ways the program can serve all types of students. Cooperation among all Teacher-coordinators, rather than competition, is imperative, so that the benefits of co-op education may be maximized.

Students

All students in the school should have an opportunity to learn about the Health Careers Program and Health Careers Cooperative Education. Publicity in the school system has many facets: the school paper, student organization, presentations at assemblies or classroom meetings, distribution of informative brochures, displays. However, peer group opinion is a critical factor and will exert a powerful influence on perceptions of the program by students.

Parents

Parents will support a program more when they are informed and involved in the program. Parents need to know how the co-op program fits into the total educational plan of the school. They need information about the objectives of the program and who can benefit from it. This information can reach parents through PTA meetings, business and social contacts, publicity in the local media (printed, radio, television). Also, involvement of interested parents in various ways, such as serving on the Advisory Committee, may also prove advantageous.

Health Care Facilities and Employers

Employers and personnel in the health care agency must be informed about the program and how it can benefit all involved. Personal contacts by the Teacher-coordinator are the most effective means of communicating with employers. A brochure and calling cards should

be obtained, to leave with appropriate persons during each visit. Involvement of employers on the Advisory Committee is imperative. Activities such as an Appreciation Banquet also help to keep employers involved and informed about the program.

Professional and Community Groups

Members of professional organizations, service clubs, community agencies (official and volunteer) welcome information about the educational opportunities offered in the schools. Representatives of these organizations may be helpful in providing support for the program.

Other Educational Facilities

Faculties and administration of other educational facilities, especially postsecondary institutions in the area, should be informed about Health Careers Cooperative Education. Their informed support can be a basis for planning and implementing procedures to facilitate upward mobility through advanced standing and/or continuous progress curriculum design.

RECRUITMENT OF STUDENTS

Each student and parent should have the opportunity to be informed about the Health Careers Cooperative Education. A systematic approach in presenting the program is essential, and mandates careful planning. The section on PUBLIC RELATIONS in the preceding pages is relevant to Stu-

dent Recruitment and is suggested for reference.

SELECTION OF STUDENTS

Health Careers Cooperative Education is designed for all students interested in a health career. The purpose of the program for a given student may be (1) a means of employment or (2) a stepping stone for advanced education. The Teacher-coordinator has a responsibility to select co-op students who have the potential to function satisfactorily in training stations located in health agencies. These agencies are characterized by the mission of providing services to persons who are in varying states of physical and/or psychological distress, access of personnel to information of a highly confidential nature, the ever-present risk of irreversible errors (in terms of permanent injury or death) by personnel, and the constant threat of litigation. A single poorly selected student who commits errors or does not demonstrate personal responsibility for fulfilling assigned responsibilities and for performing duties according to high standards may cause the program to lose needed training stations. The health agency cannot take the risks which an in-school program could take. For these reasons, the Teacher-coordinator must be aware of program responsibilities to the community, to cooperating health institutions, to the health professions, and to the students of the

program.

Sources of Information

Teacher-coordinators use various procedures for selecting students. Some preliminary procedures include the following:

a. Review application forms of interested students;

b. Interview each applicant personally;

c. Hold conferences with other teachers (especially the teacher who taught the student in the first-year Health Careers Education course), guidance counselors, principal, parents, or previous employers;

d. Review the cumulative record of each applicant, giving particular attention to previous attendance, interest profiles, and other pertinent information.

Criteria for Selection

In reviewing the above sources of information, the Teacher-coordinator should especially be alert for evidence of the following characteristics in a prospective student:

Has interest in the health field;

Can be responsible for own transportation to and from work;

Is physically, emotionally, and mentally capable of assuming responsibility in a job setting;

Possesses or has the potential to develop a salable skill;

Meets prerequisites established for Health Careers Co-op Education;

Accepts responsibility for own decisions and actions;

Has parental approval and consent for participating in a co-op program;

Can work well with others;

Has an acceptable attendance record;

Has an acceptable scholastic record;

Demonstrates personal attributes acceptable to the career objective with a potential for further development;

Can be in the training station sufficient hours to make the experience meaningful and realistic;

Possesses aptitude for the training and position desired;

Has a desire to participate in the program.

Involvement of the Employer

Although the Teacher-coordinator selects students for the program, the employer should be encouraged to interview the student and make the final decision on acceptance for employment in his particular facility. Usually, however, when a Teacher-coordinator recommends a student for employment to a particular employer, the recommendation is honored. Because of this responsibility to potential employers, the Teacher-coordinator should have the final decision in selection of students for Health Careers Cooperative Education.

SELECTION OF TRAINING STATIONS

The Teacher-coordinator must know all health care facilities in the community and must know the functions (direct patient care, supportive patient care, etc.) of each;

also, she must know the specific jobs in each setting and be aware of other job titles used in the health field. The Dictionary of Occupational Titles (DOT) lists over 300 job classifications in Health-Related Occupations. Not all of these, of course, are used in staffing health facilities of an average community, nor are all appropriate for placement of a high school co-op student. The DOT does provide a source for identifying jobs which exist in the health field and for planning appropriate experiences, informational orientation, exploration, etc.

After surveying health facilities to identify all possible training stations, the Teacher-coordinator must select certain facilities or areas within a given facility which can be used as training stations to provide on-the-job learnings for the co-op student. The training station must not be simply a "job for the student"; it must provide supervised learning experiences and allow for integration of classroom related instruction with actual work experience.

Criteria for Selection

An appropriate training station would be rated in the affirmative on each of the following criteria:

Working Conditions.

1. Is it a safe and benefical physical environment?
2. Will the student be working a moderate number of hours within the framework of acceptable hours established by the local program?

3. Is the training station accessible to student-learners?

4. Does the employing agency have an acceptable reputation in the community?

5. Will the student be receiving wages minimal or above and comparable to other part-time employees doing similar work?

6. Does the employer observe the laws regarding employment of minors?

Interest Attitudes of Personnel.

1. Does administration and the job supervisor understand, show interest in, and cooperate with the school program and its objectives?

2. Is the reception and acceptance of the Teacher-coordinator professionally sound?

3. Is there willingness to set up regular and/or special conferences with the Teacher-coordinator?

Learning Experiences Available.

1. Does the training station sponsor develop, or help develop with the Teacher-coordinator a training plan and put the plan into use for providing learning experiences for the student?

2. Does the training station sponsor work closely and effectively with the student, matching learning experiences with student needs and capabilities?

Supervision.

1. Is a supervisor or sponsor appointed for each student?

2. Does the sponsor review the

progress and performance with the student?

4. Does the sponsor contact the Teacher-coordinator concerning questions or problems as they arise, before action is taken?

Career Potential. 1. Does this area offer opportunity for full time employment after graduation?

2. Does this training station give added responsibility to a student as ability and readiness is demonstrated?

3. Does opportunity exist for advancement in this field?

Training Agreement

The training agreement is a written statement of the responsibilities of each of the signing parties: the school representative, the employer, the student, and the student's parents. The training agreement specifies the commitment of each party to the co-op program, while reinforcing the cooperative relationship of all parties.

Training Plan

The training plan describes learning experiences to be provided for the student, in accordance with the student's career objectives. It should be prepared by the Teacher-coordinator and student cooperatively, with involvement of the employer if possible.

Importance of the Training Plan. The training plan guides the Teacher-coordinator in planning learning activities for the related class; it specifies training responsibilities of the employer, thereby aiding the training station

supervisor in planning on-the-job experiences. The training plan helps the student plan career objectives. Parents are encouraged to review the training plan for better understanding of the instruction and job experiences planned for the student.

The training plan is not a final statement of the student's career objective nor of the means for achieving this objective. It should be flexible and subject to modification, according to changing needs and interests of the student or changing circumstances of the training station.

Developing a Training Plan. A training plan should be developed for every co-op student, with respect to the needs and unique characteristics of each learner and the training station in which the learner is placed.

The training plan is developed after the student has been accepted for employment in a particular training station, according to the following steps:

1. The Teacher-coordinator assesses the student's career objectives through interviews, interest inventories, and student efforts to state tentative career objectives.

2. The Teacher-coordinator uses past experience as a health professional and resource person to collect information about the occupation specified as the student's career goal, then visits potential training stations.

3. At the training station, the Teacher-coordinator obtains the assistance of the employer or training station supervisor in developing a training plan. Personnel at the training sta-

tion explain the types of job experiences available to an entry-level employer; learnings are specified for the related class and for the job setting.

4. The Teacher-coordinator develops the training plan in accordance with the student's objectives and resources in the training station. The employer or job supervisor reviews the tentative plan, then a final plan is developed, which describes learning activities planned and criteria to be used to evaluate achievement. A copy of the training plan should be given to the employer and to the student; the original is kept in the Teacher-coordinator's files.

5. The training plan should be flexible, subject to modification according to changing needs of the student and the situation.

PLAN RELATED INSTRUCTION

The organization of classroom instruction and employment experiences should be geared to the needs of students and to requirements of the job in which students have been placed. Traditionally, the design of the co-op program arranged for the student to come to school for academic or vocational courses for the first 3 periods of the school day; the fourth period was Related Instruction, with the student going to the job after the Related Instruction class.

However, morning hours are more conducive to "learning experiences" in health agency settings; therefore, the traditional arrangement may be inappropriate for Health Careers Cooperative Education. A preferable arrangement is for the student to work, then to school for related instruction, then attend classes in other subjects. Other possibilities for scheduling include:

a. One week of employment, one week of class;

b. Employment 4 days, related class on the 5th day;

c. Option of 1-3 hours of related class per week at the school, with provision that the student attend daily clinical conferences and/or in-service programs in the health care facility.

The scheduling procedure which best meets the needs of employers, students, and the school should be used. It must be emphasized, however, RELATED INSTRUCTION is an integral part of the co-op plan; if the related instruction is neglected, the result is NOT a co-op program and the student cannot receive credit for it. Following the core concept, the class may be divided into two segments:

1. The commonalities, where all students share experiences encountered on-the-job and study areas of common interest such as communicable disease, drug abuse, current events, health trends;

2. The unique features of each job, where individuals or small groups explore and work on areas related to a specific job.

It is recommended that a student receive 5 hours of credit per quarter for the hour of related instruction.

CONDUCTION OF THE HEALTH CAREERS COOPERATIVE EDUCATION PROGRAM

Due to the nature of the health field, the coordinator should not be responsible for more than 20-25 students. The Teacher-coordinator will teach the related instruction class for co-op students, then provide supervision

of each in various job settings throughout the community. The Teacher-coordinator may be expected to teach first-year and/or second-year class, but adequate supervision of the co-op program mandates that no more than two hours per day should be given to other classroom teaching.

Related Classroom Instruction

See previous section for guidelines regarding The Related Class.

Job Placement and Supervision

A systematic approach to job supervision, including the following areas, is suggested:

1. Select training stations -- this may have been initiated while surveying the community.
2. Match students with training stations where they are likely to meet career objectives.
3. Arrange for a job interview between the student and employer.
4. Prepare students for interview.
5. Check with employers on decisions and follow-up with students.
6. Continue arranging interview until all students are placed.
7. Obtain training Agreements. See Appendix C for sample.
8. Identify training sponsor.
9. Develop training plans. See Appendix C for sample.
10. Make supervisory visits to the student's work station to evaluate progress.
11. Hold employer conferences. Confer with student's on-the-job supervisor at regular intervals to check student's progress and make adjustments in program.

The Teacher-coordinator must insure that employment for each student is legal and educationally sound and does not jeopardize the student's health or well-being. The following are of particular importance:

1. Compliance with Federal and State Labor Regulations

   All persons involved in Health Careers Cooperative Education must be aware of current federal, state, and local laws pertaining to the employment of minors. The legal restrictions of the highest governmental level take precedence. Labor Laws are shown in Appendix **D.**

2. Work Week

   a. A minimum of 15 hours per week shall be worked by the health co-op student (hours may be averaged);

   b. A maximum of 5 hours per day when in school, and 8 hours per day when not in school, shall be observed;

   c. No more than 32 hours per week shall be worked;

   d. Work on week-ends and holidays may be counted as part of the co-op hours in order to meet minimum number of hours for work;

   e. Students are responsible for their own transportation to and from work.

3. Insurance

   Students should carry Liability Insurance as a health co-op requirement; also, they should have a 24-hour accident insurance policy.

EVALUATION OF STUDENT PROGRESS

The continuous process of gathering information for decision-making regarding the progress of a learner should be systematic and purposeful, based on relevant objec-

tives or goals for the content area, and which are known to both the learner and the instructor.

Learners vary in their rate of learning and in their method of learning. Hence, the learning activities, resources, practice sessions, and time restraints designated for meeting the objectives, must be varied and flexible to meet individual needs. Likewise, methods of gathering information should be varied, flexible, and relevant; taking into consideration the situation, the type of information desired, and the individual characteristics of the learner.

During the process of gathering information, it is the learner's right to have informational feedback regarding his progress in order to know whether the minimum standard of performance was met, or how to raise the level of performance if the minimum standard was not met.

Related Classroom Evaluation

In-school evaluations are the responsibility of the Teacher-coordinator and are to be based on the individual objectives derived for each student. These objectives may be measured by written examinations, performance tests, or observations of the student in the clinical setting. A separate grade for the Related Instruction Class is recommended.

On-the-job Evaluation

An evaluation form is usually provided by the school, for

the job supervisor to use in assessing the student's progress at the work station. It is recommended that the job supervisor and Teacher-coordinator review the progress of the student at least once during each grading period. The decision of giving the job supervisor the responsibility of assigning a "grade" for the student's progress in the job setting, or in having this be a joint responsibility of the job supervisor and teacher-coordinator should be established by school policy. It is recommended, however, that this grade remain separate from the grade assigned for the Related Instruction Class. A Clinical Evaluation Form is provided in Appendix C as an example of one means for determining the training station grade.

Recognition of Achievement

Graduates of the program are often requested to explain the type of training they have had. It is recommended that the school develop a Certificate which provides information regarding the number of hours of instruction the student has received in the total program, with a break-down of the hours in the classroom, and the number of hours on the job. See Appendix for sample of Certificate.

EVALUATION OF PROGRAM

The health care delivery system is continuously changing. A program designed to prepare entry-level practi-

tioners for the health system must be responsive to change, in order to prepare practitioners who can function safely and effectively and who can adapt to changes of the future. Evaluation of the program, therefore, must give due weight to flexibility and evidence of learning experiences which are in accord with current practices and emerging trends in the employment setting.

The evaluation procedure involves clarifying program goals and objectives, developing and using a variety of techniques for securing information, and then utilizing the results to improve the program. All persons involved with the program should be utilized in gathering this information: school personnel, employers, students, and graduates. However, responsibility for planning and carrying out these procedures belongs with the Teacher-coordinator. Though form of the evaluation will vary, certain important questions must be incorporated:

1. Are the objectives and philosophy of the program consistent with:

   --what is required of the student?
   --the resources available?
   --the recommendations of the advisory committee, employers, etc.?
   --the student characteristics?

2. Has the allocation of the resources been sufficient to meet the needs of the:

   --staff
   --materials
   --equipment
   --laboratories

3. How did the student learn best? Did he learn from:

--staff
--materials
--methods
--equipment

4. What change was evidenced in the student with respect to:

--knowledge
--skills
--attitudes
--employability
--earning capacity
--value of the community

5. Did the program accomplish its objectives:

--were the graduates employable?
--how well could they perform on the job?

YOUTH ORGANIZATION

There is a national trend which is gaining momentum to provide students in Health Careers Education with a youth organization, or Health Careers Club (HCC). The HCC can complement, supplement, and strengthen the Health Careers Curriculum while involving community leaders in the program. Although the responsibility for organizing and advising the HCC is that of the Health Careers Instructor or Teacher-coordinator, the success of the club is dependent on administrative recognition and support. (The Health Careers Curriculum Guide further describes the HCC organizational information).

The roles and responsibilities of the Teacher-coordinator provide the foundation of the Health Careers

Cooperative Education Program while dependent upon support and interest of the Local Administration and The Advisory Committee. In order for the program to fulfill its stated objectives, all must continuously assist the Teacher-coordinator in making the program relevant to the needs of the student, school, employer, and community.

REFERENCES ON COOPERATIVE EDUCATION

Curriculum Guide for Core Curriculum. Board of Education, City of Chicago, Illinois, 1971.

Curriculum Guide for the Cooperative Education Programs Secondary School Level. Board of Education of the City of Chicago, Illinois, 1969.

Guide for Cooperative Vocational Education for Administrators and Coordinators. State of Indiana, Department of Public Instruction, Division of Vocational Education, 1973.

Guidelines for Conducting Health Occupations Cooperative Education Programs. State Department of Education, Bureau of Vocational-Technical Program Services, New Jersey.

Health Occupations Education: Model Training Plans for Secondary Cooperative Health Occupations Education. Vocational Education Program Area School of Education, Indiana University, Bloomington, Indiana, 1972.

Health Services Training Guide. University of the State of New York, The State Education Department, Bureau of Secondary Curriculum Development, Albany, 1968.

Mason, Ralph E., Peter G. Haines. Cooperative Occupational Education. The Interstate Printers and Publishers, Inc., Illinois, 1965.

Uthe, Elaine. The Cooperative Vocational Program. Michigan State University, 1972.

APPENDIX

A. Example: Local Policies

B. Forms Required by Georgia State Department of Education

C. Other Forms

Application for Admission

Teacher Recommendation

Training Agreement

Training Plan

Job Performance Evaluation

Certificate

Work Report

Guidelines for Program Evaluation

D. The Fair Labor Standards Act

E. Recommended Texts and References

HEALTH CAREERS COOPERATIVE EDUCATION

EXAMPLE: LOCAL POLICIES

1. The student must meet the following prerequisites:

   a. 16 years of age
   b.
   c.
   d.
   e.

2. The student must obtain (a) a social security card and if under eighteen years of age (b) a work permit (3 copies)

3. The student must obtain written permission from the parent or guardian to enter the program.

4. When placed in a health agency training station, the student must sign the check-out sheet in school office before leaving school each day.

5. A student who is absent from school due to illness and is scheduled to work must notify the training agency employer at least two hours before the scheduled work starting time. Also, the student must notify the employer when he/she will be late due to some unusual circumstance.

6. A student who must be absent from school and/or work for reasons other than illness must obtain permission from the coordinator and the employer before the date of absence, except for unexpected emergency situations. If an emergency occurs, notify the employer as soon as possible.

7. If the student is scheduled to work and does not report on duty (unexcused absence), a zero is received for the day. If 3 unexcused absences occur, the student will be dismissed from the Health Careers Co-op Program.

8. A student who loses his/her job through negligence or misdemeanor will be dismissed from the program and receive no course credit. A student may resign a job only through the coordinator and with a two-week written notice to the employer properly executed.

9. The student will keep an accurate weekly worksheet for use in computing the quarterly activity report. Absence from work must be reported weekly.

10. A student who fails a school subject or does not maintain an overall C average must withdraw from the Co-op program.

11. Students employed in a Health Agency will be expected to comply with dress regulations as related to his/her job description. Generally, it is expected that each student will be well-groomed at all times: clean clothing, daily bathing and dependable deodorant, clean teeth and hair, fresh breath, clean, short nails, a minimum of make-up.

12. Smoking at school is not permitted. Smoking at work will be at the discretion of the employer. Gum-chewing in class or at work is not allowed. Grooming (combing hair, repairing make-up) should be done only in designated areas.

13. Students should be courteous, friendly, and respectful to other persons in all training station situations.

14. Placing or receiving personal telephone calls is not allowed, except in an emergency and these with permission of the employer. Likewise, personal use of health agency equipment is not permitted.

15. Students should advise friends not to visit them during hours on duty in the health agency; if the student is being picked up after work, the person waiting for the student should remain outside the health agency until the student reports off duty.

16. Students will be evaluated for their work performance jointly by the employer and the coordinator. Related instruction will be evaluated by the coordinator.

17. The student will be granted time off whenever the health agency closes or excuses the student for holidays or other reasons during assigned work time. The student will be allowed to work all day when school is not in session or he/she has no scheduled classes to meet (i.e. examination week).

18. A student who works extra hours on Saturdays, holidays, etc., must continue to be employed during the academic year (Sept. - May).

19. Each student is expected to keep his/her work area clean at school and in the health agency, to care for equipment, to minimize waste, and to use supplies with care.

20. The student is required to have full insurance coverage, either an independent policy or one obtained through the school insurance program.

21. The student must review the above policies carefully and discuss them with parent or guardian before enrolling in the Health Careers Cooperative Education.

We have read the above policies and understand them; We accept these as written and agree to abide by them.

_____ _____

Parent's Signature Student Signature

Date_____ Date_____

FORMS REQUIRED BY GEORGIA STATE DEPARTMENT OF EDUCATION

For Teacher-Coordinators on Extended Contract

Quarterly Report Form

FOR TEACHER-COORDINATORS ON EXTENDED CONTRACT

GEORGIA DEPARTMENT OF EDUCATION

Division of Vocational Education

Jack P. Nix

State Superintendent of Schools

SECONDARY VOCATIONAL EDUCATION REPORT

Record of Instruction
and Activities in _____
(AG,DCT,DE,HE,VOT,TI,CVAE,PECE, HCCE)

School System _____

School _____

Teacher _____ Month _____ 19____

Submit one copy to the State
Office by the 10th of each month

DATE	PLACE AND PERSON VISITED, OTHER VOCATIONAL ACTIVITIES	PURPOSE	HOURS WK BEYOND REG. SCHOOL DAY

DATE	PLACE AND PERSON VISITED, OTHER VOCATIONAL ACTIVITIES	PURPOSE	HRS. WORK BEYOND REG. SCHOOL DAY

PROGRAM INFORMATION AND SUMMARY

1. Vocational students enrolled
   - Total to date _____
   - Active this month _____
   - If coop program, number placed on job _____

2. Classes taught daily
   - Number vocational classes taught daily _____
   - Number other classes (specify) _____

3. Youth group activities
   - Number of club meetings held _____

4. Coordination activity visits
   - Number supervisory visits _____
   - Number placement and promotion visits _____
   - Other visits _____

5. Number individual instructional, counseling and guidance conferences _____

6. Number advisory group meetings _____

7. Names of adult classes taught, _____

_____

Number of meetings _____ Enrollment _____

Special activities this month: _____

_____

_____

_____

_____

_____ _____ _____

TEACHER'S SIGNATURE DATE PRINCIPAL'S SIGNATURE

DATE _____

Quarterly Program Report

_Jan. _Apr. _July _Oct.
_Feb. _May _Aug. _Nov.
_Mar. _June _Sept. _Dec.

EARNED $_____ $_____

HEALTH CAREERS

COOPERATIVE EDUCATION

PERIOD FROM _____ TO _____
(Mo.) (Day) (Yr.) (Mo.) (Day) (Yr.)

SIGNED _____
(Teacher-Coordinator)

	Grade 9		10		11		12		Total		Average Pay Per Hour	Total Hours				No. On-Job Supv. Visits
	M	F	M	F	M	F	M	F	M	F		Related Study		Work		
Total Entered to Date												This Quar.	To Date	This Quar.	To Date	
Total Dropped to Date																
Active to Date																

No.	NAME OF STUDENT (Last) (First) (Middle)	Sex	Grade	Training Agency	OE CODE	Training Objective					
1											
2											
3											
4											
5											
6											
7											
8											
9											
10											
11											
12											
13											

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OTHER FORMS

The forms in the following section have been developed to incorporate recommendations of the Teacher-coordinators in "Project to Develop a Health Occupations Cooperative Program," a pilot project supported by the Georgia State Department of Education.

Application for Admission

Teacher Recommendation

Training Agreement

Training Plan

Job Performance Evaluation

Certificate

Work Report

Guidelines for Program Evaluation

APPLICATION FOR ADMISSION

Name _____
Last First Middle

Home Address _____

Soc. Sec. No. _ _ _ - _ _ - _ _ _ _ Phone (___) _ _ _ - _ _ _ _

Age ___ Date of Birth _____ Sex ___ Ht. ____ Wt. _____

Grade in School _____ Physical Condition _____

Limitations _____

Do you live with your parents? Yes__ No__ If you answered "No", fill in the blanks below:

Name _____
(of person with whom you live)
Address _____
Employer _____
Home Phone _____ Business Phone _____

Name of the person who is legally responsible for you:

Name _____
(Parent, Guardian)
Address _____
Telephone _____

Name of the person to notify in case of emergency:

Name _____
Address _____
Telephone _____

Your previous work experience:

Job Title	Employer	Dates	Hours
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Are you available for summer employment? Yes___ No___

Are you willing to work weekends? Yes___ No ___

Do you have transportation to and from work? Yes___ No ___
NOTE: If you are accepted into the co-op program, you will be responsible for your own transportation.

List three teachers you plan to ask to recommend you for this program:

NAME	SUBJECT TAUGHT	YEAR

What type of job would you like to have? List three choices in order of preference.

1.
2.
3.

What do you plan to do after graduation from high school?

What are your future educational plans?

If your application is approved, do you agree to -

1. Attend school and work regularly?

2. Abide by all rules and regulations of Health Careers Co-operative Education?

3. Complete the training program arranged for you by the school and your employer?

Student signature_____

Date_____

Parent's signature_____

Date_____

TEACHER RECOMMENDATION

FOR HEALTH CAREERS COOPERATIVE EDUCATION

(CONFIDENTIAL)

STUDENT_____ TEACHER_____

SUBJECT TAUGHT_____ YEAR_____

The above-named student has applied for admission to Health Careers Cooperative Education. Please help to determine this student's readiness for the responsibilities of a co-op program by rating the student according to the following:

	Fair	Average	Good	Superior
RELIABILITY				
LEADERSHIP				
INDUSTRIOUSNESS				
POISE				
GROOMING				
USE OF GOOD JUDGMENT				
GETTING ALONG WITH OTHERS				

Would you hire this student if you were an employer?
Yes__ No__

COMMENTS:

DATE_____ SIGNATURE_____

POSITION_____

HEALTH CAREERS COOPERATIVE EDUCATION

TRAINING AGREEMENT

A. EMPLOYER'S RESPONSIBILITY:

1. _____ consents to employ _____ _____ on a part-time basis for the purpose of traning in the occupation of _____. On-the-job supervision and instruction is the responsibility of _____. The training period will begin _____ and will end _____.

2. The student-learner will gain job experience from _____ _____ to _____ on school days, and from _____ to _____ on Saturdays and Sundays as scheduled. The job instruction and related instruction units shall constitute the learner's plan of training. A minimum of 15 hours per week shall be assigned for job traning.

3. The student-learner will be paid a beginning wage of _____ per hour during a probationary period of _____. Thereafter, the wages will be subject to periodic review; increments will be earned in accordance with employer's personnel policies and the student's performance.

4. Student-learner employment will be within the provisions of (1) all state and federal labor laws and (2) existing labor-management agreements.

5. The supervisor will participate in periodic evaluation of the co-op student.

6. The job supervisor will provide time for consultation with the Teacher-coordinator concerning the student-learner.

B. SCHOOL'S RESPONSIBILITY:

1. The school will provide the student-learner with _____ hours of supplemental instruction each week in general and specific related study class. The school, related instruction will be organized and supervised by _____ _____, Teacher-coordinator, Health Careers Cooperative Education.

2. The Teacher-coordinator will visit the training station at intervals to discuss the student-learner's progress with the employer and/or job supervisor.

3. The Teacher-coordinator will assist in the evaluation of the student's work performance.

C. STUDENT'S RESPONSIBILITY:

1. The student-learner will be regular in attendance in school and on-the-job.

2. In case of illness, it will be the student-learner's responsbility to notify the (1) employer and (2) Teacher-coordinator of his absence.

3. The student will respect the rules of the school, Health Careers Cooperative Education, and the training station.

D. PARENT'S RESPONSIBILITY:

1. The parents will encourage the student-learner to carry out duties and responsibilities effectively.

E. GENERAL REMARKS:

1. Any complaint (from parents, student-learner, or employing agency) shall be made to the Teacher-coordinator, who will be responsible for studying the problem and seeking ways to resolve the difficulty.

2. The training relation may be dissolved by any of the parties directly involved, but must be preceded by consultation with the Coordinator and ample notice given.

SIGNATURES:

Student _____

Training Agency Representative _____

Parent _____

Teacher-coordinator _____

TRAINING PLAN

This Training Plan is for _____, a student enrolled in Health Careers Cooperative Education for the school year 19__ - 19__. Employment will be provided by _____ _____; on-the-job supervision will be the responsibility of _____; whose title is _____; related classroom instruction and coordination of the training plan will be provided by _____, Teacher-coordinator.

General Related Instruction

1. Introduction to Cooperative Occupations.
2. Job Application and Interview.
3. Legal Regulations concerning Youth Employment.
4. Understanding Human Behavior
5. Ethical and Legal Responsibilities
6. Job Opportunities in Health Careers
7. Medical terminology
8. Introduction to Body System & Disorders.
9. Safety Practices in Health Occupations.

Job Title:	Career Objective
Learning Activities on-the-job	Specific Related Instruction in school

Con't on back

Job Title:	Career Objective:

On-the-job Supervisor _____

Student _____

Teacher-coordinator _____

JOB PERFORMANCE EVALUATION

Student	School	Phone
Training Agency	Job Supervisor	Phone

Rating Code:

1.(F)Very Poor 2.(D)Poor 3.(C)Aver. 4.(B)Good 5.(A)Superior

Characteristics	Grading Periods		
	1st Quarter	2nd Quarter	3rd Quarter
1. ATTENDANCE: Hrs/Days Absent; Hrs/Days Total			
2. PUNCTUALITY: Times Late-Excused/Unexcused			
3. GENERAL ATTITUDE: Consider attitude toward job, supervisors, and other employees.			
4. QUALITY OF WORK: Compare with others of equal age and experience.			
5. QUANTITY OF WORK: Compare with others of equal age and experience.			
6. ATTITUDE TOWARD SUPERVISION: Accepts criticism.			
7. APPEARANCE: Compare with standards set by other employees in the occupation.			

Characteristics	Grading Periods		
	1st Quarter	2nd Quarter	3rd Quarter
8. DEPENDABILITY: Follows instruction			
9. INITIATIVE: Sees what needs to be done and proceeds without waiting to be told.			
10. SAFETY PRACTICES: Obeys safety rules?			
OVERALL GRADE:			

COMMENTS:

1st Quarter:

Supervisor _____ Student _____ Date _____

2nd Quarter:

Supervisor _____ Student _____ Date _____

3rd Quarter:

Supervisor _____ Student _____ Date _____

L O C A L H I G H S C H O O L

City, Georgia

C E R T I F I C A T E

AWARDED TO

IN RECOGNITION OF THE SUCCESSFUL COMPLETION OF A COURSE OF STUDY IN

HEALTH CAREERS COOPERATIVE EDUCATION

_____
Date

_____Hours Related Instruction

_____
Teacher-coordinator

_____Hours Employment in the area of _____

_____
Vocational Supervisor

WORK REPORT

NAME _____ HOME ROOM SECTION _____

HEALTH AGENCY _____ TELEPHONE _____

ADDRESS _____

DEPARTMENT _____ NAME OF SUPERVISOR _____

JOB TITLE _____ EMPLOYMENT DATE _____

QUARTER _____

WK	DAYS ABSENT	NO. OF HRS. PRESENT SCHOOL	JOB TRAINING STATION M	T	W	T	F	S	S	TOTAL HOURS OF WORK	HOURLY RATE OF PAY PER HOUR	GROSS WEEKLY WAGES
		TOTAL FOR QUARTER										

GUIDELINES FOR PROGRAM EVALUATION

The guidelines of this self-evaluation are intended to be used as a tool for helping those who are conducting a Health Careers Cooperative Program in determining the overall strengths of the program, and the weaknesses. When these areas are realized, realistic plans can be developed for continued improvement of the program, according to the arising needs.

GUIDELINES FOR PROGRAM EVALUATION: HEALTH CAREERS COOPERATIVE EDUCATION

CRITERIA	*S	*P	*U	*COMMENTS
PHILOSOPHY AND OBJECTIVES				
1. The philosophy of the program has been formulated and is acceptable to the faculty in serving for the development of the program.	___	___	___	_____
2. The statement of the philosophy incorporated the following beliefs about the health careers cooperative program:	___	___	___	_____
a. The opportunity to prepare for a health career is available to any person, regardless of sex, race, creed, or color, who demonstrates reasonable promise of being able to benefit from the program.	___	___	___	_____
b. The immediate goal of the program is the education of the students, although the welfare of the patients must also be taken into consideration.	___	___	___	_____
c. To learn how to perform specific duties in the health field, it is essential for the student to have				

*S Satisfactory
*P Partially Fulfilled
*U Unsatisfactory
*Comments - Describe weaknesses or strengths

CRITERIA	S	P	U	COMMENTS
learning experiences in appropriate health care agencies.	___	___	___	_____
3. The objectives of the program have been formulated and are acceptable to the faculty in serving for the development of the program.	___	___	___	_____
a. The objectives are stated in terms of expected changes in student behavior, stressing the development, knowledge, technical skills, attitudes and abilities essential practice.	___	___	___	_____
CONTRACTUAL AGREEMENTS				
1. There is a signed agreement between the employing institution, school, student, and parent which specifies:	___	___	___	_____
a. The effective date of the agreement.	___	___	___	_____
b. The length of time the agreement is in effect.	___	___	___	_____
c. The salary of the student.	___	___	___	_____
d. The responsibilities of all signing parties.	___	___	___	_____
FACULTY				
1. The faculty members are given and assume responsibility for:	___	___	___	_____

CRITERIA	S	P	U	COMMENTS
a. Formulating the objectives of the program.	___	___	___	_____
b. Planning and evaluating the curriculum.	___	___	___	_____
c. Selecting clinical experiences and educational materials utilized in the program.	___	___	___	_____
d. Teaching students in the classroom.	___	___	___	_____
e. Evaluating student's achievement throughout the program, counseling students on the basis of the evaluations, and recommending when a student should not be permitted to continue in the program.	___	___	___	_____
f. Furthering their own professional development.	___	___	___	_____
2. The faculty members hold current teaching certificates and are enrolled in Health Occupations Teacher Education Courses.	___	___	___	_____
3. The faculty members are currently licensed in their health specialty.	___	___	___	_____
4. The ratio of faculty to students is within 1 to 25.	___	___	___	_____
5. Provision is made for all faculty to participate actively in the review of the program's philosophy, objectives, and policies,				

CRITERIA	S	P	U	COMMENTS
and the revision of these when necessary, and in the ongoing development and evaluation of the program.	___	___	___	_____
6. Faculty members hold membership in, attend meetings of, and participate in both their professional organizations and educational organizations.	___	___	___	_____
7. Provisions are made to insure that substitute instruction is given by qualified faculty.	___	___	___	_____
8. Each faculty member is evaluated periodically in terms of achievement and development.	___	___	___	_____
STUDENT ADMISSION				
1. Students are admitted at stated times.	___	___	___	_____
2. Criteria for admission are established by faculty with assistance of suitable persons.	___	___	___	_____
3. Policies regarding re-admission to the program and admission of transfer students are written and clearly stated.	___	___	___	_____
STUDENT WELFARE				
1. There are written statements of policies, given to all students, which clearly define rules and regulations of the program relative to:				
a. conduct	___	___	___	_____

CRITERIA	S	P	U	COMMENTS
b. attendance	___	___	___	_____
c. grading system	___	___	___	_____
d. progression within the program and graduation. (credit)	___	___	___	_____
e. dismissal and withdrawal	___	___	___	_____
STUDENT PROGRESS				
1. Student achievement is evaluated systematically through such means as check lists, written tests, observation.	___	___	___	_____
a. The student participates in the evaluation.	___	___	___	_____
b. The results of the periodic evaluations are used in guiding the student, and in determining progress in the program.	___	___	___	_____
2. For each currently enrolled student and former student, records are kept including:	___	___	___	_____
a. Admission	___	___	___	_____
b. Hours of related instruction and clinical work experience.	___	___	___	_____
c. Grades and other evaluative data.	___	___	___	_____
d. A final summary of student progress.	___	___	___	_____
e. Records are protected against loss, destruction, or unauthorized use.	___	___	___	_____

CRITERIA	S	P	U	COMMENTS
CURRICULUM AND INSTRUCTION				
1. The faculty has developed and utilizes a plan of instruction for the related class which is flexible and meets each individual's needs.	___	___	___	_____
2. The curriculum is organized so that students receive common elements applicable to all job settings and unique elements of instruction peculiar to their particular job setting and needs.	___	___	___	_____
3. The course and lesson plans give evidence that	___	___	___	_____
a. The objectives of the course or lesson are consistent with, and contribute to, the achievement of the objectives of the student, program, and curriculum.	___	___	___	_____
b. The content and teaching methods reflect current concepts and practices in the health field and education.	___	___	___	_____
4. Supervision is provided by the teacher-coordinator and job supervisor, as established by school policy.	___	___	___	_____
FACILITIES AND RESOURCES				
1. The educational institution provides:				
a. Provision and maintenance of adequate physical facilities.	___	___	___	_____

CRITERIA	S	P	U	COMMENTS
b. Equipment, supplies, audiovisual material and other educational materials including library holdings.	___	___	___	_____
2. The instructors have suitably equipped office space that is easily accessible to students and provides privacy for individual conferences. A telephone is available in the instructor's office.	___	___	___	_____
3. The agencies utilized for student learning experiences provide:	___	___	___	_____
a. A sufficient number and variety of learning situations perinent to the occupation to permit the provision of a reasonalbe breadth and variety of experiences for the student.	___	___	___	_____
PUBLIC RELATIONS				
1. An up-to-date description of the program is available for distribution. This description is so presented that it can be used as a public relations tool for providing information to the student, employer, and community.	___	___	___	_____
2. The program included in its organization an advisory committee, including representatives from the cooperating institutions, school, parents, representatives of organizations concerned	___	___	___	_____

CRITERIA	S	P	U	COMMENTS
with health and health care, and/or other interested persons from the community.	___	___	___	_____
a. The committe meets at stated intervals and the teacher coordinator attends all meetings to interpret the program and its needs.	___	___	___	_____
b. Minutes are on file which record the activities of the committee or any of the working subcommittees.	___	___	___	_____
c. Recommendations of the committee are prepared in writing.	___	___	___	_____
FOLLOW-UP				
1. Students participate in evaluation of their achievement and in evaluation of the educational program. These recommendations are given consideration by the faculty.	___	___	___	_____
2. There is a periodic follow-up of graduates.	___	___	___	_____
3. There is a plan for periodic follow-up of the findings and recommendations of this self-evaluation.	___	___	___	_____

SUMMARY OF FINDINGS

1. Overall Strengths of Program:

SUMMARY OF FINDINGS (continued)

2. Weaknesses of Program

3. Plan for Improvement of Program.

THE FAIR LABOR STANDARDS ACT

The Fair Labor Standards Act provides minimum wage and overtime standars, requires equal pay for equal work regardless of sex, and contains child labor standards. The Wage and Hour and Public Contracts Divisions, U.S. Department of Labor, administer and enforce the Act.

It is very important that all parties involved in the Health Careers Cooperative Education Programs have some knowledge of the Child Labor Provisions. Since these provisions are already in print and do change periodically, it is suggested that any questions concerning the significance of the Child Labor Provisions be directed to:

The U.S. Department of Labor
Employment Standards Administration
Wage and Hour Division
1371 Peachtree Street, N.E. Room 331
Atlanta, Georgia 30309

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REGULATIONS

Title 29
PART 520

of the Code of Federal Regulations

Employment of Student-Learners

PURSUANT TO SECTION 14 OF THE FAIR LABOR STANDARDS ACT OF 1938, AS AMENDED

[This publication conforms to the Code of Federal Regulations as of November 3, 1972, the date this reprint was authorized.]

UNITED STATES DEPARTMENT OF LABOR
Employment Standards Administration

Wage and Hour Division
WASHINGTON, D.C. 20210

WH Publication 1343

Section 520.1

Applicability of the regulations contained in this part.

The regulations contained in this part are issued in accordance with section 14 of the Fair Labor Standards Act of 1938, as amended, to provide for the employment under special certificates of student-learners at wages lower than the minimum wage applicable under section 6 of the act. Such certificates shall be subject to the terms and conditions hereinafter set forth.

[18 F.R. 3290, June 10, 1953]

Section 520.2

Definitions.

As used in the regulations contained in this part:

(a) A "student-learner" is a student who is receiving instruction in an accredited school, college or university and who is employed on a part-time basis, pursuant to a bona fide vocational training program.

(b) A "bona fide vocational training program" is one authorized and approved by a State board of vocational education or other recognized educational body and provides for part-time employment training which may be scheduled for a part of the work day or work week, for alternating weeks or for other limited periods during the year, supplemented by and integrated with a definitely organized plan of instruction designed to teach technical knowledge and related industrial information given as a regular part of the student-learner's course by an accredited school, college or university.

[18 F.R. 3290, June 10, 1953]

Section 520.3

Application for a special student-learner certificate.

(a) Whenever the employment of a student-learner at wages lower than the minimum wage applicable under section 6 of the Fair Labor Standards Act of 1938, as amended, is believed necessary to prevent curtailment of opportunities for employment, an application for a special certificate authorizing the employment of such student-learner at subminimum wages shall be filed in duplicate by the employer with the authorized representative of the Administrator at the appropriate Regional or Caribbean Office of the Wage and Hour Division, U.S. Department of Labor.

(b) Application must be made on the official form furnished by the Division and must be signed by the employer, the appropriate school official and the student-learner. The application must contain all information required by such form, including among other things, a statement clearly outlining the vocational training program and showing, particularly, the processes in which the student-learner will be engaged when in training on the job; a statement clearly outlining the school instruction directly related to the job; the total number of workers employed in the establishment; the number and hourly wage rate of experienced workers employed in the occupation in which the student-learner is to be trained; the hourly wage rate or progressive wage schedule which the employer proposes to pay the student-learner; data regarding the age of the student-learner; the period of employment training at subminimum wages; the number of hours of employment training a week; the number of hours of school instruction a week; and a certification by the appropriate school official that the student named therein will be receiving instruction in an accredited school, college or university and will be employed pursuant to a bona fide vocational training program, as defined in § 520.2(b).

(c) The certification by the appropriate school official must satisfy the following conditions:

(1) The application must be properly executed in conformance with § 520.3.

(2) The employment training must conform with the provisions of §§ 520.5 (a), (c), (d), and (g) and paragraphs (a) and (c) of § 520.6.

(3) The occupation must not be one for which a student-learner application was previously submitted by the employer and a special certificate was denied by the Administrator or his authorized representative.

[35 F.R. 13884, Sept. 2, 1970]

Section 520.4

Procedure for action upon application.

(a) The certification by the appropriate school official on an application for a special

student-learner certificate authorizing the employment of a student-learner at subminimum wages (see § 520.3(b)) shall constitute a temporary authorization for the employment of a student-learner at wages lower than the minimum wage applicable under section 6 of the act, effective from the date such application is forwarded to the Division in conformance with § 520.3 and, at the end of 30 days, shall become the permanent special student-learner certificate unless, after review, the Administrator or his authorized representative denies the application, issues a certificate with modified terms and conditions, or expressly extends the period of review.

(b) Upon receipt of an application for the employment of a student-learner, the Administrator or his authorized representative shall review the application for compliance with this part. If an application is to be denied, notification of denial should be made to the appropriate school official, the employer, and the student within the 30 days following the date such application was forwarded to the Division, unless additional time for review is considered necessary or appropriate, and in which case the appropriate school official, the employer, and the student shall be so notified. To the extent feasible, the Administrator or his authorized representative shall provide an opportunity to other interested persons to present data and views on the application before denying a special student-learner certificate.

(c) Whenever a notification of denial is mailed to the employer, such denial shall be without prejudice to any subsequent application, except under the circumstances referred to in § 520.3(c)(3). Two copies of the notification of denial shall be mailed to the appropriate school official, one of which shall be retained for his records and the other shall be presented to the student-learner.

[35 F.R. 13884, Sept. 2, 1970]

Section 520.5

Conditions necessary for favorable review.

The following conditions must be satisfied before a special certificate may be issued authorizing the employment of a student-learner at subminimum wages:

(a) Any training program under which the student-learner will be employed must be a bona fide vocational training program as defined in section 520.2;

(b) The employment of the student-learner at subminimum wages authorized by the special certificate must be necessary to prevent curtailment of opportunities for employment;

(c) The student-learner must be at least 16 years of age (or older as may be required pursuant to paragraph (d) of this section);

(d) The student-learner must be at least 18 years of age if he is to be employed in any activity prohibited by virtue of a hazardous occupation order of the Secretary of Labor. (See 29 CFR Part 4, Subpart E, but note the specific exemptions for student-learners in several of the orders.)

(e) The occupation for which the student-learner is receiving preparatory training must require a sufficient degree of skill to necessitate a substantial learning period;

(f) The training must not be for the purpose of acquiring manual dexterity and high production speed in repetitive operations;

(g) The employment of a student-learner must not have the effect of displacing a worker employed in the establishment;

(h) The employment of the student-learners at subminimum wages must not tend to impair or depress the wage rates or working standards established for experienced workers for work of a like or comparable character;

(i) The occupational needs of the community or industry warrant the training of student-learners;

(j) There are no serious outstanding violations of the provisions of a student-learner certificate previously issued to the employer, or serious violations of any other provisions of the Fair Labor Standards Act of 1938, as amended, by the employer which provide reasonable grounds to conclude that the terms of the certificate would not be complied with, if issued;

(k) The issuance of such a certificate would not tend to prevent the development of apprenticeship in accordance with the regulations applicable thereto (Part 521 of this chapter) or would not impair established apprenticeship standards in the occupation or industry involved.

(l) The number of student-learners to be employed in one establishment must not be more than a small proportion of its working force.

[18 F.R. 3290, June 10, 1953, as amended at 21 F.R. 1349, Mar. 1, 1956, 26 F.R. 8009, Aug. 26, 1961; 35 F.R. 13884, Sept. 2, 1970]

Section 520.6

Terms and conditions of employment under special student-learner certificates.

(a) The special minimum wage rate shall be not less than 75 percent of the applicable minimum under section 6 of the act.

(b) No special student-learner certificate may be issued retroactively.

(c) (1) The number of hours of employment training each week at subminimum wages pursuant to a certificate, when added to the hours of school instruction, shall not exceed 40 hours, except that authorization may be granted by the Administrator or his authorized representative for a greater number of hours if found to be justified by extraordinary circumstances.

(2) When school is not in session on any school day, the student-learner may work a number of hours in addition to the weekly hours of employment training authorized by the certificate: *Provided, however*, That the total hours worked shall not exceed 8 hours on any such day. A notation shall be made in the employer's records to the effect that school not being in session was the reason additional hours were worked on such day.

(3) During the school term, when school is not in session for the entire week, the student-learner may work at his employment training a number of hours in the week in addition to those authorized by the certificate: *Provided, however*, That the total hours shall not exceed 40 hours in any such week. A notation shall be made in the employer's records to the effect that school not being in session was the reason additional hours were worked in such week.

(d) A special student-learner certificate shall not constitute authorization to pay a subminimum wage rate to a student-learner in any week in which he is employed for a number of hours in addition to the number authorized in the certificate, except as provided in paragraphs (c), (1), (2), and (3) of this section.

[35 F.R. 13884, Sept. 2, 1970]

Section 520.7

Employment records to be kept.

In addition to any other records required under the record-keeping regulations (Part 516 of this chapter) the employer shall keep the following records specifically relating to student-learners employed at subminimum wage rates:

(a) Any worker employed as a student-learner shall be identified as such on the payroll records, with each student-learner's occupation and rate of pay being shown;

(b) The employer's copy of the application, filed in accordance with § 520.4 (a) and any certificate issued by the Administrator or his authorized representative must be available at all times for inspection for a period of 3 years from the last date of employment of the student-learner.

(c) Notations should be made in the employer's records when additional hours are worked by reason of school not being in session as provided in §§ 520.6(c) (2) and (3).

[18 F.R. 3291, June 10, 1953, as amended at 25 F.R. 1384, Sept. 2, 1970]

Section 520.8

Duration of certificates.

A special student-learner certificate shall be effective for a period not to exceed the length of 1 school year unless a longer period is found to be justified by extraordinary circumstances. No certificate shall authorize employment training beyond the date of graduation.

[35 F.R. 13885, Sept. 2, 1970]

Section 520.9

Compliance with established standards.

No provision of the regulations contained in this part, or of any certificate or temporary authority thereunder, shall excuse noncompliance with higher standards applicable to student-learners which may be established under any other Federal law, or any State law, municipal ordinance or trade union agreement.

[35 F.R. 13885, Sept. 2, 1970]

Section 520.10

Reconsideration and review.

(a) Any person aggrieved by the action of an authorized representative of the Adminis-

trator in denying or granting a special student-learner certificate may, within 15 days after such action, (1) file a written request for reconsideration thereof by the authorized representative of the Administrator who made the decision in the first instance, or (2) file a written request for review of the decision by the Administrator or an authorized representative who has taken no part in the action which is the subject of review.

(b) A request for reconsideration shall be accompanied by a statement of the additional evidence which the applicant believes may materially affect the decision and a showing that there were reasonable grounds for failure to present such evidence in the original proceedings.

(c) Any person aggrieved by the reconsidered determination of an authorized representative of the Administrator may, within 15 days after such determination, file a written request for review.

(d) A request for review shall be granted where reasonable grounds for the review are set forth in the request.

(e) If a request for reconsideration or review is granted, the Administrator or his authorized representative may, to the extent he deems it appropriate, afford other interested persons an opportunity to present data and views.

[18 F.R. 3291, June 10, 1953, as amended at 21 F.R. 1349, Mar. 1, 1956, 22 F.R. 5683, July 18, 1957, 24 F.R. 204, Jan. 8, 1959]

Section 520.11

Amendment to the regulations in this part.

The Administrator may at any time upon his own motion or upon written request of any interested person setting forth reasonable grounds therefor, and after opportunity has been given to interested persons to present their views, amend or revoke any of the terms of the regulations contained in this part.

[18 F.R. 3292, June 10, 1953]

Section 520.12

Work experience and career exploration programs.

(a) Notwithstanding the provisions of § 520.2 and paragraphs (a), (c), (d), and (e) of § 520.5, applications for student-learner certificates may be made and temporary subminimum wage authority provided and certificates issued pursuant to §§ 520.3 and 520.4 and paragraphs (b) and (f) through (l) of § 520.5, for minors who are 14 or 15 years of age who are enrolled in and employed pursuant to an experimental school supervised and school administered work experience and career exploration program which meets the requirements of § 1500.35a of this title.

(b) This section shall terminate and have no force and effect after August 31, 1973.

[36 F.R. 22976, Dec. 2, 1971, as amended at 37 F.R. 16177, Aug. 11, 1972]

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RECOMMENDED TEXTS AND REFERENCES

The Texts and References in the following section have been compiled to incorporate the recommendations of the Teacher-coordinator in "Project to Develop a Health Occupations Cooperative Program," a pilot project supported by the Georgia State Department of Education.

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